

DOCUMENT RESUME

ED 185 296

CE 024 614

AUTHOR Veres, Helen C.: Carmichael, Mary Margaret
 TITLE Patterns of Continuing Education and Leisure Time Utilization of Urban Adults.
 INSTITUTION Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.
 PUB DATE 9 Apr 80
 NOTE 20p.: Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 9, 1980). Small type in the tables will not reproduce well.
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Adult Education: *Adults: *Continuing Education: Educational Background: *Influences: *Interests: *Leisure Time: *Participant Characteristics: Participation: Urban Areas: Use Studies
 IDENTIFIERS New York (New York)

ABSTRACT

A study surveyed New York City adults to collect information covering six major areas: background information, past participation in continuing education activities, expressed learning interests, obstacles to and preferred conditions for participation, and potential for utilization of counseling and advising services for adults. The survey interview instrument was developed by staff of the Institute for Research and Development in Occupational and Continuing Education at Cornell University. Adults studied were categorized by activity in educational activity: little, some (potential), some (present), and high. Findings indicated that (1) the majority felt they have spare time; (2) participation in educational activities was ranked tenth among twelve options for leisure time; (3) adults ranked educational activities as fourth among activities they would pursue if they had more time; (4) those who would spend additional time on education are generally more interested in vocational and academic subjects than are other adults; (5) six out of ten adults are not involved in educational activities in a typical week, over one-half of them have never done so, and they are more likely to be male, older, and have less formal education; (6) adults who indicated the high level of regular involvement have the most formal education; and (7) barriers to learning indicated by adults with little time include child care and home and family responsibilities. (YIB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED185296

Cornell Institute for Occupational Education

Department
of Education
Cornell University

PATTERNS OF CONTINUING EDUCATION AND LEISURE TIME UTILIZATION OF URBAN ADULTS

Helen C. Veres
and
Mary Margaret Carmichael

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Helen C. Veres

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Prepared for
American Educational Research Association
Annual Meeting
Boston, Massachusetts

April 9, 1980

The New York State College of Agriculture and Life Sciences, a Statutory College of the State University at Cornell
University, Ithaca, NY 14853.

CE 024 614

While research over the past two decades confirms that virtually all adults may be regarded as potential learners (Tough, 1971; Carp, Peterson and Roelfs, 1974; Cross, 1978), these and other research studies in continuing education document the fact that certain groups in our society participate in learning activities more frequently than others. For example, since middle and upper-middle class adults are disproportionately represented among participants in formal learning activities, educational attainment is the best single predictor of participation. Although these data are helpful to educators in describing the characteristics of those individuals who do or do not participate in organized programs, much remains to be learned. Clearly, the decision of an individual to take part in a learning activity is a complex process involving such influences as motivation, availability and accessibility of learning activities, obstacles to participation and other variables.

Among these other variables which can affect participation in learning activities is the amount and type of leisure time that an individual has available. Several research studies have examined the relationship of leisure time to education participation. Litchfield (1965) investigated the educational activities of adults and suggested that the planning of activities should take into account the individual's ideas of leisure. London, Wenkert & Hagstron (1968) studied the leisure styles of high school and non-high-school graduates in relation to educational participation. They found differences in the types of activities selected by the two groups of adults with the less educated persons connected to society through the mass media and mass entertainment. More recently Therrien (1978), studying low-status adults, found that these individuals engaged in specialized leisure activities, often offering both enjoyment and profit. Implications from this research suggest that participation in learning activities may be stimulated by or related to the leisure interests.

McClusky (1974) describes another way of looking at leisure time and activities. His theory of margin presents a view of the adult life-span as a process in which individuals try to create enough "margin" or surplus

to carry out their required "loads" such as necessary tasks and responsibilities in daily life. For example, a person without sufficient educational, financial, physical, emotional or other resources may have difficulty in merely meeting survival needs; there is little margin remaining for personal development or for responding to crises. In application to learning activities, it would be expected that an individual who perceives little leisure time available and many barriers to participation is likely to lack the margin needed to permit any involvement in educational pursuits. The relationship of leisure to adults' continuing education participation and learning interests is explored as part of a large study sponsored by the Division of Continuing Education, New York State Education Department -- an effort directed to supplying improved information for continuing education planning.

The basic goal of the study is to identify the continuing education needs and barriers to participation of adults across New York State and to utilize the information obtained as a basis for regional and state decision making and planning concerning continuing education programming and staff training. This paper, however, focuses on a specific objective from the larger effort: to identify implications for continuing education planning from an investigation of the educational participation and leisure-activity patterns of urban adults.

Research Procedures

The overall study consists of a two-stage data collection effort throughout New York State to obtain personal interview information from adults about their perceived learning needs. The findings presented here are drawn from the second phase of the effort: the survey of New York City adults.

A survey interview instrument was developed by staff of the Institute for Research and Development in Occupational and Continuing Education at Cornell University. The instrument was designed to obtain information from adults covering the following major areas:

1. Background information on the adults surveyed.
2. Past participation in continuing education activities.

3. Expressed learning interests.
4. Obstacles to participation in continuing education activities.
5. Preferred conditions for participation in continuing education.
6. Potential for utilization of counseling and advising services for adults.

The resulting survey questionnaire was field-tested with adults of various ages and educational backgrounds. It was then subjected to special review by professionals in the field of continuing education. Following the field test review, the preliminary questionnaire was revised and the final version prepared for administration to survey participants. The length of the resulting interviews ranged between one-half and one hour.

Since an important objective of the needs assessment study was to obtain data about continuing education needs for local area planning, the survey questionnaire was administered in local communities throughout the state. The State Education Department regional structure for continuing education (10 regions) was employed to divide the state for purposes of the survey. In each region, a regional manager or survey coordinator supervised the administration of the survey. The regional managers were aided in the task by other continuing education professionals and community leaders who composed a regional cabinet. The resulting team was responsible for selection of interviewers, distribution and collection of materials and other administrative duties associated with the survey.

The Sample of Adults

For the study, the population of interest was identified as all persons age 16 or older who were not currently full-time students. In New York City, approximately 250 respondents were selected from each of the 32 community school districts. Since the project had special interest in the responses of under-educated adults, interviewers were instructed to use special effort in their attempts to obtain responses to the survey. To provide for the largest single other language group, the survey instrument was fully translated into Spanish. In addition, bilingual interviewers were recruited to obtain data from persons speaking the eight other languages (Italian, Yiddish, German, Polish, French, Greek, Chinese and Russian) used most frequently in New York. The resulting urban sample included a total of

8129 individuals representing a variety of ages, educational levels and ethnic groups.

FINDINGS

Several interview questions investigated the respondent's perception of how much spare time he or she had available after work and household tasks were done, how the person now spends that time and how he or she would spend extra time, if it were available. The responses to the first question indicate that the majority (57%) of the adults interviewed think they have at least "some" spare time available. Only 19% of those surveyed think they have "a great deal" of time and 24% report that they have "hardly any" time. When this perception was translated into hours, three out of four adults (74.3%) reported that they had two or more hours of leisure time each day (See Table 1).

Table 1
Adults' Reported Hours of Leisure Time Each Day
by Perception of Amount of Time

Reported Time Per Day	Perception of Time Available			Total N=8019
	A Great Deal N=1503	Some N=4572	Hardly Any N=1944	
Less than 1 hour	2.7%	3.4%	29.5%	9.6%
1 hour	5.9	15.2	26.2	16.1
2 hours	8.2	41.6	28.9	32.3
More than 2 hours	83.2	39.8	15.4	42.0

Leisure Activities

The respondents were asked to indicate from a list of eleven specific activities plus "other," all the activities which they usually spend time on in a typical week. As shown in Table 2, most adults (75.0%) spend at least some of their spare time each week watching television or listening to the radio or tapes. This is followed in popularity by social activities (44.4%), reading (44.3%) and family activities (41.5%), each of which is reported by close to half the adults. Participation in educational activities is considerably lower on the list of activities, ranking tenth among the

twelve options. Only one in four (24.8%) adults say that these are among their typical current activities.

To provide additional information about adults' preferences for leisure activities, they were also asked to select up to three activities on which they would spend 4 to 6 more hours of spare time each week, if available. Since adults could only choose a maximum of three activities, the proportion of adults who name each activity is affected by this limitation. The respondents each named an average of 4.2 present leisure activities. They subsequently listed an average of 2.6 activities they would pursue if they had additional time. These responses are reported in Table 2.

There is considerable overlap in the numbers of persons who now participate in an activity and who would also spend extra time on it. Over one-half or more of the adults who name each activity are those who are present participants. Again, the clear favorite among activities is television and radio since over a third (37.2%) of those interviewed would spend some of their extra time in this way. However, educational activities gain in popularity, ranking fourth among the categories. It is interesting that this activity is the only one of the twelve in which a greater proportion of adults (26.5%) wish to spend their extra spare time than the proportion which report it as a present activity (24.8%). Expressing this another way, of all the activities named, educational activities gain the most in new potential participants. Approximately 46 percent of those adults who want to spend extra spare time on educational pursuits do not now report this among their usual activities. This may reflect such diverse motives as social desirability or belief in educational activities as a general good, real time constraints on the part of persons who do not now participate in educational activities, wishful thinking, e.g., "If only I had more time" or a variety of other personal reasons.

The individuals who would spend their additional leisure time on education are generally more interested in vocational and academic subjects than other adults. These choices include: 1) job-related interests such as Education (selected by 39.9 percent of persons who would spend more of their leisure time on educational activities), Service Occupations (35.2%),

Engineering (34.1%), Business Skills (33.7%) and Nursing (33.1%) and 2) academic interests such as Humanities (38.1%), English as a Second Language (37.4%) and Social Sciences (34.1%).

Table 2
Present and Potential Leisure
Time Activities of New York City

Activity	Adults (N=8129)	Adults would spend 4 to 6 hours of additional time each week
	Adults spend present time each week	
Watching TV, listen to radio, tapes	75.0%	37.2%
Social activities, visit, eat out, parties	44.4	26.8
Reading	44.3	29.2
Family activities	41.5	25.3
Attending sports, movies, concerts	35.2	22.1
Hobbies, crafts, home projects	30.6	19.1
Church activities	29.2	17.4
Participating in sports or exercise	27.9	19.7
Cards and games	25.9	12.4
Educational activities, attending classes, lectures	24.8	26.5
Other activities	23.5	18.3
Volunteering for community groups	18.6	15.0

Involvement in Educational Activities

In an attempt to further identify and differentiate persons with an interest in educational pursuits additional analysis was carried out.

The adults were categorized in four separate groups based on their responses to the questions about present involvement in educational activities and their desire to spend extra spare time on educational pursuits (Table 3). The largest number of respondents are those who do not regularly

spend time in educational activities and who also would not spend any additional time this way. Although the question could include many types of educational activities as defined by the respondents, not only formal instruction or classes, six out of ten adults (63.1%) indicate that they are not involved in such pursuits in a typical week. As previously mentioned, nearly one-quarter (24.8%) of the respondents consider that they regularly spend some of their spare time each week on educational activities. Over one-half (58.0%) of this group of presently involved adults would also spend extra time on educational activities if it were available. Later in the interview adults were asked a more specific question about their participation in more formal types of continuing education activities. This question covers organized activities such as classes, on-the-job training, private instruction, home study and other similar learning opportunities. Among those adults who report little or no regular involvement with education activities, over one-half (56.8%) say they have never participated in any type of continuing education activity since leaving school. These adults are also more likely to be male, older and have less formal education than persons who have a high degree of regular involvement with educational activities.

In contrast, the adults who indicate the highest level of regular involvement in educational activities, that is, those who report spending time each week and who would also spend more time if available, already have the most formal education. Over one-third (38.7%) report some post-secondary education. This contrasts with those adults with the least involvement with educational activities. Among this latter group, the majority (51.6%) have not completed a high school diploma.

For the most part, persons with varying levels of present and potential participation differ only slightly in their perceptions of how much leisure time they have available. Adults with the lowest level of involvement with educational activities are most likely of all groups to report they have "a great deal" of time. However, in actual numbers of hours reported, these adults are more similar to the other groups interviewed. That is, although they think they have more spare time, they say that the actual hours are about the same as other adults report.

Table 3
Adults' Present and Planned Use of Leisure
Time for Educational Activities

<u>Category</u>	<u>Description of Type of Education Activity</u>	<u>N</u>	<u>%</u>
Little or No Activity	Do not spend present time/Would not spend additional time each week.	5128	63.1
Potential Activity	Do not spend present time/Would spend additional time each week.	983	12.1
Present Activity	Do spend present time/Would not spend additional time each week.	847	10.4
High Activity	Do spend present time/Would also spend additional time each week.	<u>1171</u>	14.4
	Total	8129	

Learning Interests. The learning interests named by the four groups of present and potential learners mainly differ in the ranking they give to the various topics; the lists contain many of the same interests (Table 4). The topics of High School Equivalency, Business Skills, Parent Education, Law and Legal Rights and Computer Science appear among the ten most frequently mentioned interests for all groups.

Since the adults were permitted to name any interest they wished to learn more about, there are differences in the number of interests selected. Among those individuals who cite any learning interest, most mention approximately six different interests. However, the group with the least present and potential involvement in educational activities, are also lowest in the average number of interests selected (a mean of 5.3 interests). In contrast, the adults with present regular involvement with educational pursuits are highest in number of interests (a mean of 8.7 interests).

When these same adults were asked to name their first-choice learning interest, once again the lists are quite similar (See Table 5). It can be seen, however, that adults' first-choice interests include more vocational or practical topics. This corresponds to the high level of interest expressed by adults in job-related learning. In this regard, a group of particular interest is composed of those adults who do not presently spend time in educational activities but say they would if they had more leisure time.

Among these adults one-third (33.2%) indicate that study in their first-choice learning interest is related to getting a new job. This group also contains the highest proportion of full-time homemakers (30.0%) and persons with children living at home. Since over two out of five in this category have children under age 18 (43.2% of these women also report children under age 6), these characteristics may describe a group of potential learners who presently lack the time to spend on learning but express an interest in acquiring skills to help them enter the labor market at some time in the future.

Barriers to Learning. The concerns of this latter group of would-be learners, who do not presently engage in educational activities, are further clarified in the barriers they feel interfere with their ability to participate in learning. This same group of adults is highest of all four groups in reporting the need for child care (20.2%) and home and family responsibilities (25.8%) among their barriers. Although tuition cost is the most common chief problem for these individuals, home responsibilities (9.6%) and child care (7.4%) are still among the highest ranking most important barriers.

Among the other categories of respondents, cost barriers are highly ranked, just as they are for the total sample of adults. However, there are few clear patterns of barriers among the four groups of present and potential learners. As might be expected, those adults who now engage in educational activities are most likely to say that they have no barriers. In these two groups of present learners, one quarter or more say that they have no particular obstacle preventing their participation in educational activities. The two remaining categories of adults contain more individuals with barriers. Only about 16 to 18 percent of those who do not presently use leisure time for any type of educational activity have no barriers. A complete list of barriers for all four categories of adults is included in the Appendix.

Learners and Potential Learners

After examining the analyses of the four groups of present and potential adult learners, professionals in continuing education could

come away feeling somewhat discouraged. Nearly two-thirds (63.1%) of the New York City adults report that they do not regularly engage in educational activities and would not include them among their preferred activities even if they had more spare time. Nevertheless, these findings do not necessarily show a distaste for learning. On the positive side these adults, like the other respondents, have a variety of learning interests. Only 2.9 percent of this group name no learning interests at all. In addition, their responses to the question about their leisure time activities describe their regular activities, that is, those activities they usually spend time on during a typical week. Since over one-third (37.7%) of the respondents in this category say that they have participated in some type of organized continuing education activity during the past five years, evidently many are willing to participate in learning activities under some circumstances. However, these adults are the least likely of all New York City respondents to prefer learning in any sort of school setting. They show the highest preference among all groups for home as a learning site (10.1%) and for individual instruction or self-study learning methods.

Adults in the other three categories are already more inclined to take part in educational activities. More of them have been recent participants in organized educational activities. They are also more likely to prefer learning in traditional educational institutions, especially at the post-secondary level.

The examination of the four different categories of the educational activities of adults in their leisure time provides implications for planning continuing education services. The responses of those adults who would spend more time in educational activities confirm the statement that "Education is addictive." Persons who already have more formal education and who participate in organized continuing education activities are those who want more. Nevertheless, the many similarities in both interests and barriers to participation of the four groups suggests that nearly all the adults might be considered potential participants even though some of the respondents demonstrate little present interest in education. Many of the respondents have taken part in formal continuing education activities

in the past and still more are likely to be engaged in non-formal learning. The frequency with which job-related interests occur among the first-choice interests of all respondents may imply that reasons related to employment strongly motivate adults to participate in the more formal types of learning activities as well as to spend more time on them.

Table 4
Most Frequently Selected Interests by Adults'
Level of Educational Activity

Little Activity	Some Activity		High Activity
	Potential	Present	
1. High School Equivalency	High School Equivalency	Business Skills	Business Skills
2. Business Skills	Business Skills	Law, Legal Rights	English as a Second Language
3. Parent Education	Physical Fitness	Sports and Recreation	Parent Education
4. Cooking	Sewing	Physical Fitness	High School Equivalency
5. Sports and Recreation	Psychology, Human Behavior	Computer Science	Computer Science
6. Physical Fitness	Computer Science	Cooking	Law Legal Rights
7. Management Skills	Parent Education	Travel	Psychology, Human Behavior
8. Sewing	Law, Legal Rights	Parent Education	Management Skills
9. Law, Legal Rights	Management Skills	Sewing	Home Decorating
10. Computer Science	Nursing	High School Equivalency	Education

Table 5
First Choice Learning Interests by Adults'
Level of Educational Activity

1. High School Equivalency	High School Equivalency	High School Equivalency	English as a Second Language
2. Business Skills	Business Skills	English as a Second Language	Business Skills
3. Nursing	Nursing	Law, Legal Rights	High School Equivalency
4. Computer Science	Computer Science	Nursing	Nursing
5. Management Skills	Psychology, Human Behavior	Computer Science	Computer Science
6. Industrial, Technical	Management Skills	Business Skills	Education
7. Building Trades	English as a Second Language	Travel	Law, Legal Rights
8. English as a Second Language	Industrial, Technical	Management Skills	Management Skills
9. Law, Legal Rights	Law, Legal Rights	Psychology, Human Behavior	Psychology, Human Behavior
10. Sewing	Driving, Flight	Sports and Recreation	Engineering

References

- Carp, A., Peterson, R. and Roelfs, P.J. "Adult Learning Interests and Experiences." In K. P. Cross, J. Valley, and associates (eds.), Planning Non-Traditional Programs. San Francisco: Jossey-Bass, Inc., 1974.
- Cross, K. P. The Missing Link: Connecting Adult Learners to Learning Resources. New York: College Entrance Examination Board, 1978.
- Litchfield, A. The nature and pattern of participation in adult education activities. Unpublished Ph.D. dissertation, University of Chicago, 1965.
- London, J., Wenkert, R. & Hagstrom, W. Adult Education and social class. Berkeley: Survey Research Center, University of California, 1963.
- McClusky, H. Y. Education for Aging: The scope of the field and perspectives for the future. In S. M. Grabowski & W. D. Mason (eds.) Learning for Aging. Washington, D. C.: Adult Education Association, 1974.
- Therrien, A. T. Investigating the behavior of low status adults: An interview guide. Unpublished Master's thesis, Cornell University, 1978.
- Tough, A. The adults' learning projects. Toronto: Ontario Institute for Studies in Education, 1971.

TABLE A
LEARNING INTERESTS SELECTED BY ADULTS IN NEW YORK CITY AND REST OF STATE

Interest	New York City N = 8129		Rest of State N = 20,486		Total N = 28,615	
	N	%	N	%	N	%
High School Equivalency	2007	24.7	2179	10.6	4186	14.6
Citizenship	347	4.3	451	2.2	1862	6.5 ^a
English Second Language	1246	15.3	--	--	--	--
Basic Education	1290	15.7	1327	6.5	2607	9.1
Home Repairs	1035	12.7	3936	19.2	4971	17.4
Building Trades	1064	13.1	3492	17.0	4556	15.9
Industrial, Technical Skills	1030	12.7	3077	15.0	4107	14.4
Protective Services	598	7.4	1148	5.6	1746	6.1
Service Occupations	511	6.3	1407	6.9	1519	6.7
Business Skills	1940	23.9	4196	20.5	6136	21.4
Computer Science	1434	17.6	2396	11.7	3830	13.4
Investment	1013	12.5	3140	15.3	4153	14.5
Management Skills	1395	17.2	2656	12.9	4051	14.2
Sales and Advertising	911	11.2	1801	8.8	2712	9.5
Travel	1242	15.3	4024	19.6	5266	18.4
Arts and Visual Arts	930	11.4	6798	33.2	8345	29.2 ^a
Crafts	985	12.1	--	--	--	--
Performing Arts	1123	13.8	3194	15.6	4317	15.1
Health and Safety	1002	12.3	2816	13.7	3818	13.3
Occult Sciences	588	7.2	2024	9.9	2612	9.1
Driving, Flight Training	1095	13.5	2713	13.2	3808	13.3
Gardening	675	8.3	4790	23.4	5465	19.1
Home Decorating	1293	15.9	4986	24.3	6279	21.9
Sewing	1404	17.3	4656	22.7	6060	21.2
Cooking	1419	17.5	4047	19.8	5466	19.1
Parent Education	1527	18.8	2895	14.1	4422	15.5
Retirement Planning	852	10.5	2241	10.9	3093	10.8
Consumer Education	1009	12.4	2299	11.2	3308	11.6
Architecture	411	5.1	1006	4.9	1417	5.0
Engineering	663	8.2	1284	6.3	1947	6.8
Education	1063	13.1	2079	10.1	3142	11.0
Law, Legal Rights	1455	17.9	3334	16.3	4789	16.7
Nursing	1159	14.3	2110	10.3	3269	11.4
Agriculture	305	3.8	1272	6.2	1577	5.5
Religion	774	9.5	1730	8.4	2504	8.8
History, Govt., Current Events	563	6.9	1891	9.2	2454	8.6
Foreign Languages	1110	13.7	2639	12.9	3749	13.1
Science and Math	698	8.6	1351	6.6	2049	7.2
Psychology, Human Behavior	1235	15.2	3959	19.3	5194	18.2
Community Concerns	1225	15.1	--	--	--	--
Social Sciences	891	11.0	2328	11.4	3219	11.2
Humanities	752	9.3	2328	13.8	3580	12.5
Nature Study	534	6.6	2374	11.6	2908	10.2
Physical Fitness	1481	18.2	5640	27.5	7121	24.9
Sports and Recreation	1461	18.0	5421	26.5	7464	26.1 ^a
Games and Hobbies	1085	13.3	--	--	--	--
Other	633	7.8	286	1.4	919	3.2
No Learning Interest Selected	292	3.6	1241	6.1	1533	5.4

^a New York City respondents who selected both interests are counted only once in computing the total interest for the state

TABLE B

FIRST CHOICE LEARNING INTEREST SELECTED BY ADULTS IN NEW YORK CITY AND REST OF STATE

SUBJECT	New York City N = 8129		Rest of State N = 20,486		Total N = 28,615 ^a	
	N	%	N	%	N	%
High School Equivalency	924	10.1	775	3.8	1599	5.6
Citizenship	46	0.6	139	0.7	549	1.9
English Second Language	364	4.5	--	--	--	--
Basic Education	181	2.2	274	1.3	455	1.6
Home Repairs	94	1.2	601	2.9	695	2.4
Building Trades	217	2.7	867	4.3	1084	3.8
Industrial, Technical Skills	241	3.0	767	3.7	1008	3.5
Protective Services	88	1.1	190	0.9	278	1.0
Service Occupations	88	1.1	201	1.0	289	1.0
Business Skills	523	6.4	1101	5.4	1624	5.7
Computer Science	350	4.3	410	2.0	760	2.7
Investment	130	1.6	370	1.8	500	1.7
Management Skills	296	3.6	516	2.5	812	2.8
Sales and Advertising	111	1.4	243	1.2	354	1.2
Travel	165	2.0	512	2.5	677	2.4
Arts and Visual Arts	116	1.4	1550	7.6	1731	6.0
Crafts	65	0.8	--	--	--	--
Performing Arts	155	1.9	468	2.3	623	2.2
Health and Safety	60	0.7	202	0.9	262	0.9
Occult Sciences	64	0.8	196	0.9	260	0.9
Driving, Flight Training	167	2.1	426	2.1	593	2.1
Gardening	32	0.4	429	2.1	461	1.6
Home Decorating	119	1.5	568	2.7	687	2.4
Sewing	172	2.1	699	3.4	871	3.0
Cooking	118	1.5	402	2.0	520	1.8
Parent Education	176	2.2	362	1.8	538	1.9
Retirement Planning	98	1.2	239	1.2	337	1.2
Consumer Education	66	0.8	180	0.9	246	0.9
Architecture	55	0.7	145	0.7	200	0.7
Engineering	164	2.0	269	1.3	433	1.5
Education	203	2.5	447	2.2	650	2.3
Law, Legal Rights	294	3.6	402	1.9	696	2.4
Nursing	423	5.2	780	3.8	1203	4.2
Agriculture	23	0.3	251	1.2	274	1.0
Religion	95	1.2	214	1.0	309	1.1
History, Govt., Current Events	42	0.5	195	0.9	237	0.8
Foreign Languages	115	1.4	282	1.4	397	1.4
Science and Math	69	0.8	157	0.7	226	0.8
Psychology, Human Behavior	214	2.6	660	3.2	874	3.1
Community Concerns	197	2.4	--	--	--	--
Social Sciences	126	1.6	311	1.6	437	1.5
Humanities	42	0.5	338	1.7	380	1.3
Nature Study	32	0.4	216	1.0	248	0.9
Physical Fitness	115	1.4	520	2.6	635	2.2
Sports and Recreation	113	1.4	601	3.0	777	2.7
Games and Hobbies	63	0.8	--	--	--	--
Other	134	1.6	198	1.0	332	1.2
No interest/No first choice interest	484	5.9	3417	16.7	3901	13.6

^a Total exceeds 100% because 3.4% of respondents in Rest of State selected more than one first choice learning interest.

TABLE C
LEARNING INTERESTS OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

Interest	<u>Little or no Activity</u> N=5128		<u>Some Activity</u>				<u>High Activity</u> N=1171	
	N	%	Potential N=983	%	Present N=847	%	N	%
High School Equivalency	1261	24.6	279	28.4	205	24.2	262	22.4
Citizenship	197	3.8	29	3.0	54	6.4	67	5.7
English Second Language	698	13.6	111	11.3	164	19.4	273	23.3
Basic Education	756	14.7	167	17.0	161	19.0	196	16.7
Home Repairs	651	12.7	116	11.8	144	17.0	124	10.6
Building Trades	680	13.3	119	12.1	127	15.0	138	11.8
Industrial, Technical Skills	645	12.6	140	14.2	114	13.5	131	11.2
Protective Services	358	7.0	63	6.4	94	11.1	83	7.1
Service Occupations	277	5.4	83	8.4	75	8.9	76	6.5
Business Skills	1073	20.9	276	28.1	258	30.5	333	28.4
Computer Science	760	14.8	197	20.0	228	26.9	249	21.3
Investment	581	11.3	125	12.7	141	16.6	166	14.2
Management Skills	797	15.5	174	17.7	199	23.5	225	19.2
Sales and Advertising	506	9.9	108	11.0	143	16.9	154	13.2
Travel	677	13.2	144	14.6	214	25.3	207	17.7
Arts and Visual Arts	498	9.7	126	12.8	156	18.4	150	12.8
Crafts	584	11.4	109	11.1	159	18.8	133	11.4
Performing Arts	587	11.4	147	15.0	191	22.6	198	16.9
Health and Safety	546	10.6	143	14.5	168	19.8	145	12.4
Occult Sciences	321	6.3	79	8.0	98	11.6	90	7.7
Driving, Flight Training	637	12.4	143	14.5	177	20.9	138	11.8
Gardening	412	8.0	82	8.3	114	13.5	67	5.7
Home Decorating	716	14.0	167	17.0	187	22.1	223	19.0
Sewing	781	15.2	207	21.1	211	24.9	205	17.5
Cooking	835	16.3	148	15.1	226	26.7	210	17.9
Parent Education	862	16.8	187	19.0	214	25.3	264	22.5
Retirement Planning	515	10.0	107	10.9	137	16.2	93	7.9
Consumer Education	553	10.8	127	12.9	152	17.9	177	15.1
Architecture	237	4.6	67	6.8	46	5.4	61	5.2
Engineering	377	7.4	99	10.1	82	9.7	105	9.0
Education	530	10.3	143	14.5	168	19.8	222	19.0
Law, Legal Rights	780	15.2	181	18.4	252	29.8	242	20.7
Nursing	627	12.2	174	17.7	171	20.2	187	16.0
Agriculture	172	3.4	39	4.0	48	5.7	46	3.9
Religion	455	8.9	89	9.1	126	14.9	104	8.9
History, Govt., Current Events	268	5.2	81	8.2	115	13.6	99	8.5
Foreign Languages	543	10.6	167	17.0	195	23.0	205	17.5
Science and Math	353	6.9	94	9.6	131	15.5	120	10.2
Psychology, Human Behavior	617	12.0	202	20.5	190	22.4	226	19.3
Community Concerns	647	12.6	165	16.8	197	23.3	216	18.4
Social Sciences	456	8.9	106	10.8	163	19.2	166	14.2
Humanities	368	7.2	79	8.0	157	18.5	148	12.6
Nature Study	275	5.4	59	6.0	113	13.3	87	7.4
Physical Fitness	798	15.6	227	23.1	237	28.0	219	18.7
Sports and Recreation	832	16.2	166	16.9	244	28.8	219	18.7
Games and Hobbies	655	12.8	118	12.0	173	20.4	139	11.9
Other	392	7.6	60	6.1	84	9.9	97	8.3
No learning interest specified	149	2.9	17	1.7	19	2.2	13	1.1

TABLE D
FIRST-CHOICE LEARNING INTERESTS OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

Interest	Educational Activity Category							
	Little or No Activity		Some Activity				High Activity	
	N=5128		Potential N=983		Present N=847		N=1171	
	N	%	N	%	N	%	N	%
High School Equivalency	544	10.6	143	14.5	61	7.2	76	6.5
Citizenship	32	.6	2	.2	3	.4	9	.8
English Second Language	166	3.2	34	3.5	60	7.1	104	8.9
Basic Education	104	2.0	24	2.4	23	2.7	30	2.6
Home Repairs	74	1.4	9	.9	8	.9	3	.3
Building Trades	168	3.3	25	2.5	7	.8	17	1.5
Industrial, Technical Skills	177	3.4	27	2.7	17	2.0	25	2.1
Protective Services	67	1.3	7	.7	6	.7	8	.7
Service Occupations	49	1.0	17	1.7	8	.9	14	1.2
Business Skills	303	5.9	85	8.6	44	5.2	91	7.8
Computer Science	198	3.9	48	4.9	45	5.3	59	5.0
Investment	89	1.7	10	1.0	15	1.8	16	1.4
Management Skills	187	3.6	38	3.9	27	3.2	44	3.8
Sales and Advertising	67	1.3	12	1.2	15	1.8	17	1.5
Travel	94	1.8	13	1.3	28	3.3	30	2.6
Arts and Visual Arts	72	1.4	11	1.1	11	1.3	22	1.9
Crafts	45	.9	8	.8	4	.5	8	.7
Performing Arts	105	2.0	12	1.2	17	2.0	21	1.8
Health and Safety	38	.7	8	.8	4	.5	10	.9
Occult Sciences	43	.8	11	1.1	5	.6	5	.4
Driving, Flight Training	108	2.1	25	2.5	22	2.6	12	1.0
Gardening	26	.5	1	.1	2	.2	3	.3
Home Decorating	80	1.6	12	1.2	11	1.3	16	1.4
Sewing	122	2.4	20	2.0	17	2.0	13	1.1
Cooking	93	1.8	6	.6	8	.9	11	.9
Parent Education	112	2.2	13	1.3	17	2.0	34	2.9
Retirement Planning	71	1.4	10	1.0	11	1.3	6	.5
Consumer Education	42	.8	6	.6	8	.9	10	.9
Architecture	39	.8	7	.7	3	.4	6	.5
Engineering	94	1.8	19	1.9	14	1.7	37	3.2
Education	99	1.9	25	2.5	23	2.7	56	4.8
Law, Legal Rights	166	3.2	27	2.7	53	6.3	48	4.1
Nursing	233	4.5	79	8.0	50	5.9	61	5.2
Agriculture	14	.3	2	.2	2	.2	5	.4
Religion	67	1.3	9	.9	9	1.1	10	.9
History, Govt., Current Events	26	.5	2	.2	6	.7	8	.7
Foreign Languages	62	1.2	12	1.2	17	2.0	24	2.0
Science and Math	46	.9	4	.4	9	1.1	10	.9
Psychology, Human Behavior	110	2.1	39	4.0	24	2.8	41	3.5
Community Concerns	118	2.3	21	2.1	23	2.7	35	3.0
Social Sciences	64	1.2	18	1.8	19	2.2	25	2.1
Humanities	20	.4	5	.5	6	.7	11	.9
Nature Study	21	.4	4	.4	5	.6	2	.2
Physical Fitness	83	1.6	11	1.1	11	1.3	10	.9
Sports and Recreation	72	1.4	5	.5	24	2.8	12	1.0
Games and Hobbies	51	1.0	3	.3	5	.6	4	.3
Other	97	1.9	9	.9	8	.9	20	1.7
No learning interest specified	375	7.3	45	4.6	32	3.8	32	2.7

TABLE E
BARRIERS TO PARTICIPATION OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

Barrier	Educational Activity Category							
	Little or		Some Activity				High Activity	
	No Activity		Potential		Present		N=1171	
	N=5128		N=983		N=847		N	%
	N	%	N	%	N	%	N	%
Class schedule inconvenient	686	13.4	154	15.7	177	20.9	215	18.4
Class in unsafe area	379	7.4	65	6.6	64	7.6	61	5.2
Class too far away	468	9.1	116	11.8	78	9.2	110	9.4
No way to get to class	245	4.8	26	2.6	36	4.3	56	4.8
No class given in interest	438	8.5	77	7.8	67	7.9	120	10.2
Cost of tuition	1253	24.4	305	31.0	214	25.3	372	31.8
Cost of books and materials	1110	21.6	268	27.3	180	21.3	292	24.9
Cost of clothes or uniforms	528	10.3	123	12.5	95	11.2	134	11.4
Need for babysitter	670	13.1	199	20.2	102	12.0	161	13.7
Cost of travel to class	693	13.5	140	14.2	121	14.3	171	14.6
Time required to complete program	618	12.1	108	11.0	85	10.0	158	13.5
Job responsibilities	1000	19.5	172	17.5	184	21.7	229	19.6
Home and family responsibilities	1086	21.2	254	25.8	160	18.9	235	20.1
Clubs, hobbies, volunteer work	144	2.8	15	1.5	27	3.2	41	3.5
Feel too old	449	8.8	55	5.6	39	4.6	37	3.2
Nobody I know attends	291	5.7	43	4.4	30	3.5	46	3.9
Afraid I won't do well	526	10.3	81	8.2	71	8.4	106	9.1
Lack of info. on classes available	882	17.2	204	20.8	105	12.4	219	18.7
Assignments take too much time	327	6.4	60	6.1	59	7.0	68	5.8
Take time from earning money	485	9.5	90	9.2	68	8.0	89	7.6
No one to help get started	496	9.7	112	11.4	69	8.1	115	9.8
Class full before registration	166	3.2	37	3.8	52	6.1	48	4.1
Disability or poor health	224	4.4	38	3.9	25	3.0	27	2.3
Other	358	7.0	54	5.5	65	7.7	59	5.0
No barrier selected	930	18.1	153	15.6	248	29.3	293	25.0

TABLE F
MOST IMPORTANT BARRIER TO PARTICIPATION OF NEW YORK CITY ADULTS BY EDUCATIONAL ACTIVITY CATEGORY

Barrier	Educational Activity Category							
	<u>Little or</u>		<u>Some Activity</u>				<u>High Activity</u>	
	<u>No Activity</u>		<u>Potential</u>		<u>Present</u>			
	<u>N=5128</u>		<u>N=983</u>		<u>N=847</u>		<u>N=1171</u>	
	<u>N</u>	<u>Z</u>	<u>N</u>	<u>Z</u>	<u>N</u>	<u>Z</u>	<u>N</u>	<u>Z</u>
Class schedule inconvenient	173	3.4	42	4.3	47	5.5	61	5.2
Class in unsafe area	99	1.9	13	1.3	13	1.5	11	.9
Class too far away	81	1.6	30	3.1	9	1.1	19	1.6
No way to get to class	22	.4	2	.2	2	.2	5	.4
No class given in interest	118	2.3	25	2.5	21	2.5	26	2.2
Cost of tuition	489	9.5	131	13.3	87	10.3	174	14.9
Cost of books and materials	107	2.1	27	2.7	21	2.5	30	2.6
Cost of clothes or uniforms	43	.8	4	.4	7	.8	11	.9
Need for babysitter	264	5.1	73	7.4	40	4.7	65	5.6
Cost of travel to class	82	1.6	6	.6	16	1.9	24	2.0
Time required to complete program	109	2.1	14	1.4	17	2.0	28	2.4
Job responsibilities	354	6.9	58	5.9	59	7.0	72	6.1
Home and family responsibilities	398	7.8	94	9.6	41	4.8	63	5.4
Clubs, hobbies, volunteer work	26	.5	2	.2	3	.4	4	.3
Feel too old	188	3.7	15	1.5	12	1.4	9	.8
Nobody I know attends	33	.6	7	.7	2	.2	5	.4
Afraid I won't do well	169	3.3	22	2.2	19	2.2	23	2.0
Lack info. on classes available	336	6.6	73	7.4	33	3.9	75	6.4
Assignments take too much time	61	1.2	7	.7	9	1.1	10	.9
Take time from earning money	179	3.5	35	3.6	23	2.7	25	2.1
No one to help me get started	162	3.2	33	3.4	23	2.7	32	2.7
Class full before registration	54	1.1	9	.9	20	2.4	18	1.5
Disability, poor health	132	2.6	20	2.0	3	.4	14	1.2
Other	182	3.5	31	3.0	25	3.2	32	2.7
No barrier/No most important barrier	1267	24.7	210	21.3	295	34.9	335	28.6